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AUTHOR Valdmaa, Sulev
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ABSTRACT

This document discusses the framework for civic education in Estonia. Objectives of civic education in Estonia come from the traditional beliefs of Estonian society, the new demands of social change, standards established by the Council of Europe, and experiences of neighboring countries. The main objective of civic education is to teach a new generation, regardless of their nationality, to become citizens of the world and to be loyal to the democratic Republic of Estonia. To achieve these goals, the following skills and knowledge should be taught: (1) the ability to understand the surrounding world, how it functions, and what its systems are; (2) to understand the relations between the personality and the society, to be able to decide independently, and adapt to changing situations; (3) to understand the connections between the world and Estonia; (4) to respect and obey the laws of the Republic of Estonia; (5) to possess the ability to speculate independently, to understand the reality and trends of social policy, of intellectual and political life of Estonia, and to recognize the need for openness, and human and democratic order of life; and (6) to be able to understand the changes in the society, and to realize one's role in it. The civic education curriculum of the basic school for the 9th form is divided into 35 lessons in five areas. The curriculum for the 12th form consists of 70 lessons in two areas. The first focuses on society from the aspects of political, social, and cultural life. The second discusses the economy of societies and the contemporary world. (DK)

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CIVIC EDUCATION CURRICULA

FOR THE FORMS IX AND XII

(An extract from the frame curricula for the basic school of the Estonian Education Centre)

Tallinn 1994

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Dear teachers!

In December 1992 the curriculum of civic education ordered by the Ministry of Education was completed by the Estonian Education Centre.
This curriculum was meant to end up the indefinite situation that has lasted for many years in the field of civic education.

Since 1989 it was unthinkable to continue teaching the subject - Basics of the Soviet State and the Law - without making any changes into the subject. At that time the responsible officials from the Ministry of Education recommended to replace this subject with subjects like logic's, history of philosophy, basics of religion or law by the teachers own choice.

The methodologists of the civics from the Estonian Education Centre, having good contacts with the experts of civics in other European countries and analysing the available civic education materials and curricula of other countries, came to the conclusion that civics as a subject regardless the name of the concrete subject in a particular country, can be found as a component of secondary education in every country. The subject matter of it being mainly integration of knowledge (considering the age of a student) of the state and the law, legislation,economics, and philosophy - and only after obtaining certain knowledge in the particular subject, students will be able to understand the surrounding world and the society as a whole, enabling them to identify their role in the world and to it.

Taking into consideration the above - mentioned principles - the order of the Ministry of Education was fulfilled in time.

The manuscript of the conception (as an extract from the frame curricula of the Estonian Education Centre) and the curriculum of civics were given over to the Centre of Study Materials at the end of 1992.It is very difficult to explain why these materials have not been published yet and the indefinite situation in the field of civic education is continuing.

In autumn 1993 the first post-war Studybook of Civic Education for the IX Form was published by the Publishing House " Avita". This book has been compiled by the acting teachers and in accordance with the curriculum of the basic school. Both the Publishing House " Avita" and the Jaan Tõnisson Institute have arranged all in all 4 seminars for the teachers of civics by the end of June 1994.

In spring 1993 the manuscript of the Studybook of Civic Education for the XII Form was compiled and completed by the authors from the Tartu University - this book is also based on the above - mentioned curriculum of civic education.

This curriculum of civic education is an extract of a document , which has been approved by the Board of Education and has the status of an official curriculum and in accordance with which two studybooks have actually been compiled.So far, as there are no other curricula of civic education, this is the only one by which the teachers are recommended to teach at schools.

Sincerely Yours,
Sulev Valdmaa
Program Manager of the Jaan Tõnisson Institute

SUBJECT MATTER OF CIVIC EDUCATION

Civic education as a subject covers a variety of topics,forming in young generation different attitudes to the surrounding society and giving them certain knowledge and skills. Thus actually all the subjects in the curricula of the basic school are to some extent connected to civics. Civics itself is an integrating subject and also forming a system of subjects. This subject is based on the content of general education, but is more closely connected with history, literature and geography, but also with other subjects, especially when there are issues of a man as a social being, our affairs of life or environment under discussion.

Into the exclusive competence of civic education of the Estonian basic sch[illegible] belong issues of the state and legal system, arrangement of society, curre[illegible] issues of social policy.

OBJECTIVES OF CIVIC EDUCATION

Objectives of civic education in Estonia come from the traditional beliefs of the Estonian society, and considering the new demands , set up to us by the surrounding world, and the tasks established by the Council of Europe and learning from the experience of the neighbouring countries also.

The main objective of civic education is to bring up new generation , regardless their nationality, who would become citizens of the world and who would be loyal to the democratic Republic of Estonia.
To achieve this goal the following knowledge and skills should be given to the young generation:

- the ability to understand the surrounding world, how it functions and what its systems are
- to understand the relations between the personality and the society, to be able to decide independently, to correct ones behaviour and activity according to the changing situations
- to understand the connections between the world and Estonia
- to respect the laws of the Republic of Estonia and to cognize the necessity to follow them
- to possess the ability to speculate independently , for understanding the reality and trends of social policy, of intellectual and political life of Estonia, the ability to cognize the need for openness, for human and democratic order of life
- to be able to understand the changes in the society and to realise one's role in it.

Curriculum of civic education of the basic school for the IX Form (35 lessons).

Civic education in the basic school is concentrated on explaining sociological concepts in the contemporary world and providing students with the understanding and knowledge of the relations in the society, paying special attention to the situation of Estonia. After obtaining the essential knowledge of civic education in the basic school the students will be able to grasp the system of the contemporary society and the principles of its functioning, to understand the processes in economy, in social and political life of Estonia and also the relations between the individual and the society.

The course of civic education in the basic school will also provide students with essential knowledge on the law and legislation of the Republic of Estonia, enabling them to manage independently in the future.

1.Man in the society.Introduction (2 lessons).
Individual and society.
Development of society.
Totalitarian and democratic society.
2. School (2 lessons).
Outlines of the history of educations.
Need for education.
Educational system.
Choice of profession.
Continuing studies.
3. Family (3 lessons).
Outlines of history of development and the functions of family.
Ethical and legislative basis for a family .
Moral and economical aspects of family life.
Child in the family.
Status of family in the society of Estonia.
4. Republic of Estonia: the constitution, state power,the government (8 lessons)
Functions and attributes of the state.
History of the state.
The state and the constitution.
Constitutions of the Republic of Estonia.
The consitution of the year 1992 of the Republic of Estonia.
Electoral system in the Republic of Estonia.
The principle of separation of powers.
The Parliament : functions, inner regulations, structure, competence.
The President: presidential elections, functions, competence.
The Government: formation, functions, structure, competenc .
Local self governments - elections and formation. functions, competence.
Court system:functions, structure, competence.
State symbols of the Republic of Estonia: the flag, the arms,the national anthem

5.Citizens: their rights, freedom, obligations (5 lessons)
State and citizen.
Citizenship, citizens and non - citizens.
Human rights.
Constitutional rights of citizens.
Constitutional obligations of citizens.
Constitutional freedom of citizens.
Freedom, rights and obligations of non - citizens.
Legal system of the Republic of Estonia: branches of law, legislation.
6. Everyday life in Estonia (13 - 15 lessons)
Political life: left - wing and right - wing parties in politics, political movements.
Popular movements: history of the origin, activity, the most important unions, societies and movements in contemporary Estonia. The procedure of registration.
Economic life: contemporary structure of economy in Estonia, history of economy and possibilities of development. Ownership relations in economy. Structure and issues of agriculture. Structure and issues of industry. Trade. Service.
Principles of free market economy. Enterpreneurship and its structure. Monetary system. The role of the state in free market economy.
Traffic, communication, information in the service of society.
Press: role in society, contemporary state , ethics.
Defence of the state and the individual: structure, obligations, competence.
The Republic of Estonia and the world: principles of foreign policy, diplomatical representation in Estonia, international organizations, international documents recognized in Estonia.

Basic knowledge and skills obtained at the end of the course of civic education (standards)

At the end of the course of civic education in basic school the students should have obtained certain standards - core knowledge and skills of the structure of the contemporary state and society in Estonia. This knowledge is to enable students to understand the processes in the society and to manage with them. Students should have learned some social - political aspects of the contemporary world, which are specific to the subject and are in confirmity with the standard of development of students.
The students who have successfully obtained the course of civic education:

- understand the concept " society", are able to explain the relations between the individual and the society both from the historical and from the contemporary point of view, can explain the difference between the meanings " totalitarian ' and " democratic", giving examples of different societies;
- apprehend the role and the nessecity of education in the society,see the relation between education and the individual,understand education in process
- grasp the functions of family, know the history of development of family and the essence of the Estonian legislation regarding the family, and also the traditional concepts of family

- conceive the concept " the state " and the basic periods in the history of state, know the basic periods in the history of the constitution of the Republic of Estonia, know and are able to explain the constitution, valid at present time
- apprehends the essence and relation of " the citizen" to the state
- know the concept - human rights

Curriculum of civic education of basic school for the XII Form
(70 lessons)

Introduction to the subject.
Subject matter of civic education, the objectives of learning it. Implementation of the obtained knowledge and skills.

1. Society from the aspect of political, social and cultural life.

1.1. Ideologies. Ideologies of the XX century. Ideologies and political parties of the XX century.

1.2.Democratic states. Development of democratic ideas in the history of states. Contemporary democratic states. Different forms of democracy. Estonia on the path to democracy.

1.3.Elections and parties in democratic states. Electoral systems, parliamental elections, presidental elections.Objectives and activity of parties.Political parties of Estonia.

1.4. Constitution, parliament government, president. Constitution as the base of the state. Legislation. Functions, competence and cooperation of the Parliament, the Government and the President.

1.5.Citizens and local - self governments in democratic states. Citizen and The Law on Citizenship. Human rights. System and activity of local - self governments. Local self - governments and citizens of the Republic of Estonia.

1.6. Dictatorship. History of dictatorship.Legislation, governing the state in non - democratic states. Situation of individuals.

1.7. Social issues and solving them. Social groups of population. Social issues and dealing with them in the society. Social issues in democratic and in non - democratic societies. Tradition and needs. Needs and possibilities. Social issues in Estonia.

1.8. Society of information. The role of information in the society. Means of information in the history. The role of information at the present time, its role in the different fields of society.

1.9. Mass communication media and forming of opinions. Variety of mass communication media.The phenomenon of mass media. Professionalism and ethics in mass media.

1.10. The meaning of education. The concept of education and the basic trends in the history of education. The system of education in the world today. Educational statistics. The role of education in the life of man. Continuing studies. Development of education in the Republic of Estonia.

1.11. International relations. International relations. History of international relations.Fields of international relations today. Defence policy of a state. International organizations. Priorities of foreign policy of the Republic of Estonia. Political map of the world.

2. Economy of the society. Contemporary world.

2.1. Population of the world. Statistics of the population. Races. People and nationality.Religious groups. Issues between nationalities in the contemporary world.

2.2. Movement of population. History of the movements of population in the world. " Population explosion " and migration of peoples (immigrants and emigrants) on the XX century. Urbanization as a social problem. Statistics of the population. Global problems of population and politics in the contemporary world.

2.3. Production of means of living and the standard of living. Main sources of production of means of living in the history and today. Standard of living in the contemporary world, reasons for difference. Social-political issues resulting from the different standard of living.

2.4. Agriculture. History of agriculture. Agricultural reforms and collectivization. Agricultural production of the world. Agriculture in Estonia.

2.5. Industrial society and servicing society. History of industry. Different branches of industry. Location of industry and natural resources. Global problems connected with industrial production. Servicing society.

2.6. Town and country. History of the roles of town and country. Economical and social issues in a town and in the country today. Town and country as environments for living and indicators of the standard of development of society.

2.7. Systems of economy. Private and social economy. History of systems of economy. Planned economy. Free market economy. Competition and resultfulness of different systems of economy. Principles, possibilities and aims of private economy in planned economy and in free market economy. Leading the economy.

2.8. Free market economy. Enterpreneurship. Banks and circulation of currency.Risks.Competition. Formation of prices. Advertising. Consumers. Taxes. Economy of Estonia on the path of changes.

2.9. Labour. The role of labour in the society.Labour forces. Labour market. Unemployment as a social problem.

2.10. Rich countries and poor countries. Division of the countries of the world into rich and poor ones from the historical point of view. Rich and poor countries today. Reasons and sources for the division into rich and poor countries today and social-political and ethical problems arising from that division.

2.11. Foreign trade. Essence of foreign trade. Structure of foreign trade. International competition. Possibilities of foreign trade of Estonia.

Basic knowledge and skills obtained at the end of the course of civic education (the standard)

At the end of the course of civic education a student should have obtained general knowledge of the world.He has got understanding and knowledge on how peoples of the world have reached the present situation, what is the political and economic situation of the world at the present time, what are the current issues, and tendencies of development.

Special attention should be payed to the fact that students not only have obtained general knowledge and understanding of the world but also are able to explain and analise the processies and give the reasons for the events of the world and of Estonia.